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DO WOMEN HAVE THE
SAME OPPORTUNITY AS
MEN TO COACH TEAMS
OF THE OPPOSITE SEX
AT THE
NCAA DIVISION II LEVEL?

A Graduate Project
Submitted to the graduate
school of Lynn University
in partial fulfillment for
degree of Masters of
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Approved by:



Advisor / / V

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by

JEFF STUDDARD

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CHAPTER I

INTRODUCTION

Statement of the Problem

The passage of Title IX of the Educational Amendment Act of 1972 required all federally funded institutions to eliminate sex discrimination effective July 1975. Women have increased their experience in coaching due to Title IX. To provide leadership and growth for women in coaching positions, universities and colleges need to offer: 1) professional preparation programs for women coaches, 2) consulting services, and 3) institutes, courses, and workshops for students and coaches in the field. Schools need to provide funds and give the opportunity to female coaches for these learning experiences. Female athletes are aspiring to new levels of skill and competition which have been denied to them in the past. Due to this increase, the need for knowledgeable, professionally prepared coaches is on the increase. Women need to have the same opportunity as men in training and education so that more women will be considered for coaching positions.

Research Question

Do women have the same opportunity as men to coach teams of the opposite sex at the NCAA Division II level?

Purpose of the Study

The purpose of this study is to determine: 1) if Southeastern colleges and universities are giving equal opportunity to men and women to coach teams of the opposite sex, 2) whether women are giving the same opportunities as men to attend conferences, 3) whether these colleges and universities are complying with Title IX, and 4) whether expansion plans for coaching programs have been formulated and/or approved for 1997-98 in these Southeastern universities.

Significance of the Study

Competent women coaches are needed to meet the highly-skilled female athletes of today. Title IX does not mandate that only women coaches may be hired to coach in female athletics. Philosophies of the American Association for Health, Physical Education, and Recreation support the premise that women should administer, coach, and officiate their own sports, as they have done in their programs for years (AAHPER Publications, 1969). Women should be able to attain the same position as men if they can present their credentials and qualifications, stemming from sound backgrounds of educational preparation and experience in women's athletics.

Limitation of the Study

All Southeastern universities and colleges might not be federally funded and therefore do not adhere to Title IX. The study will be limited to colleges and universities in the Sunshine State Conference(8), and (6) schools from Georgia, South and North Carolina. The survey is limited to the number of female coaches coaching teams of the opposite sex in comparison to male coaches coaching teams of the opposite sex. With the possibility of a low return rate, the acquired information might not be truly representative of the Southeastern universities and colleges in the population. Since this is a small population in number, attaining statistical significance for some of the analyses might be difficult.

CHAPTER II

LITERATURE REVIEW

The expansion of women's athletic programs was greatly enhanced by the passage of Title IX. Effective July 1975, elementary schools were given one year to comply, while secondary and post-secondary schools had up to three years to comply. If schools persist on non-compliance, the Health, Education, and Welfare (HEW) may: 1) arrange for a hearing to determine whether funds for the program should be cut off, 2) refer the case to the Justice Department, 3) refer the case to a state or local agency, or 4) resolve the case by any lawful means.

According to Casper Weinberger, Secretary to HEW, Title IX required federally-funded educational institutions to identify and correct sex discriminatory practices. The six major areas receiving the most public comment were:

- 1) Physical Education
- 2) Financial Aid
- 3) Foreign Scholarships
- 4) Pensions and Benefits
- 5) Curriculum and Textbooks
- 6) Athletics

The regulations regarding athletics mandate that schools provide equal opportunity, but not necessarily equal funds for both sexes in intramurals, interscholastic, and intercollegiate athletics. Separate teams are permissible in contact sports, and sports in

which teams selection is based on skill. The institution must provide opportunities for male and female students if interest is demonstrated by both sexes. When athletic scholarships or grants-in-aid are offered by an institution, reasonable opportunities must be granted both sexes in proportion to the number of students of each sex participating in the athletic programs(Federal Register, 1975). In interpreting and implementing these regulations, the University of Wisconsin established an appropriate policy which read:

The Board recognizes that in some sports combining men and women on the same team would virtually eliminate women competitors . . . Therefore, this policy is not intended to mandate abolition of men's and women's teams, but to permit either integrated or separate programs where desirable(Grebner, 1974).

Certain organizations have provided leadership, guidance, and governance in the movement for women's athletics and the development of Physical Education programs for women, and are relative to this study. In 1967 the Commission on Intercollegiate Athletics for Women(CIAW) was formed to encourage higher education institutions and women's physical education organizations to govern their own competition at all levels. The Association for Intercollegiate Athletics for Women replaced the CIAW in 1971-72, and provided a governing body for establishing program standards and guiding national championships. Its purpose was to stimulate athletics for women by promoting the development of quality leadership (Adams, 1972).

The quality of future sports programs depends on the leadership and quality of coaching. Presently, the number of experienced women coaches is on the rise, but more training programs would give women the edge to make it as a successful coach. The major reason why there were so few female coaches in all levels of athletic competition in the past was "there simply were not enough women coaches to go around." One must recognize the danger that a biased selection of women coaches only could cause women's athletics to experience a setback if the coaches are not competent. Randomly selected catalogues from southeastern senior institutions revealed variations existed in the coaching curriculum and whether or not they offered a program. Most schools had coaching as a minor, but only provided two or three classes on coaching. These classes were geared towards men's sports like baseball, basketball, and soccer. The last two sports could be coaching women, but the class was setup for people preparing to coach men. Although female interscholastic participants increased during this time period, the number of female coaches dropped 20% while the number of male coaches increased by 137% (Holmen & Parkhouse, 1981). Most of the research involved questionnaires being sent out to prospective university coaches and administrators. The majority of researchers found some form of sex bias in hiring practices

which is documented in the sex-role literature (Gerdes Garber, 1983; Rosen & Jerdee, 1974; Rosen, Jerdee, & Prestwich, 1975).

These researchers stated that future research should use other methods for measuring the reason women leave coaching and athletic positions. They also feel the research should not be limited to women in coaching positions but also in administrative positions.

In 1967, the Commission on Intercollegiate Athletics for Women (CIAW) was formed to encourage higher education institutions and women's physical education organizations to govern their own competition at all levels. There are several speculative explanations for this noted shift in the proportions of male and female coaches, varying from a lack of qualified female applicants to sex discrimination in the hiring of athletic coaches (Hasbrook, 1988). While it is likely that a combination of reasons best explains this shift, sex-biased attitudes and behavior regarding the hiring of athletic coaches must be given serious consideration. Coaching is viewed as requiring one to be aggressive, competitive, and firm rather than soft, feminine, and yielding. Coaching is also seen as a demanding job requiring heavy time and travel commitments, which lead to conflict with family responsibilities. There are some stereotypical gender-role notions about women and men such as: (a) women are less competent than men, (b) women are less seriously committed to

a career than are men, and (c) the employment of women jeopardizes the institution of the family(LeUnes, Nation, 1989).

This is why some people believe that sex-bias does exist. Many people believe that it exists in the younger generation or with the older generation with the higher power. Researchers are looking at some possible reasons women leave coaching positions.

Some of the reasons are discriminatory practices, burnout, lack of job satisfaction, role conflict, and gender structuring that considers opportunity, power, and proportion as they affect organizational behavior(Acosta & Carpenter, 1988; Hall, Cullen, & Slack, 1990; Hart et al., 1986; Kanter, 1977; Knoppers, 1987, 1992; Lovett & Lowery, 1988, 1994; Macintosh & Whitson, 1990; Stangl & Kane, 1991). Knoppers (1992) for example, discussed individual, structural, and social relations approaches to explain coaching as a male-dominated occupation. The individual approach considers one's formal qualifications, interests, abilities, and choices mostly pertaining to time, as determining access to and involvement in the organization, whereas the structural approach builds on Kanter's (1977) work and reflects the influence an organization has on determining individuals' presence, behavior, and attitudes at work through opportunity (i.e., provision of mobility and growth). proportion (i.e., a balance in the numbers of minorities), and power (i.e., the ability to mobilize resources). The social relational

approach refers to power relations in the workplace and includes issues of discrimination, harassment, race, and sexual orientation. This debate is very questionable on whether or not sex-bias exists or not. People can always find a reason that a woman is not qualified enough or that someone else is more qualified.

The case of Cohen v. Brown University has proven to be one of the first steps toward schools adhering to Title IX compliance. In Cohen v. Brown University, the judge ruled that Brown University was violating Title IX. The university demoted women's volleyball and gymnastics teams as well as men's water polo and golf teams from varsity to club status. The judge ruled that the university did not meet any part of the three part Title IX compliance test set by the Office of Civil Rights(OCR).

The three parts of the test deal with substantial proportionality of athletes, history of program expansion, and accommodation of the interest and abilities of the underrepresented sex. In order to comply with Title IX, only one prong of the test must be satisfied(Mott, 1996). Brown University had not satisfied prong one according to the judge because women comprise 51% of the student body but only 38% of the athletes(Farrey, 1995). The judge noted the extensive women's program at Brown University, but expansion had not been recent or continuing(Pickle, 1995), Trying to satisfy prong

three, Brown University did surveys on campus to show they had satisfied the interest and abilities of its students. The judge rejected this stating no one measure and no identifiable population adequately establish relative interest. . . defendants effectively demonstrated how their interpretation of prong three would impose an insurmountable task on Title IX plaintiffs(Pickle, 1995). Since Brown University did not satisfy any prong of Title IX's three prong test, the university was found in violation of Title IX legislation.

Brown University submitted a court ordered gender equity plan for its athletics program following the decision. Robert A. Reichley, the university executive vice president states its a bit ironic and a bit tragic that in order to make our athletic numbers conform to a simple mandated quota, we must eliminate more than 40 opportunities for men at a time when most women's teams at Brown have room for additional players(Blum, 1995).

On January 16, 1996 the U.S. Department of Education's Office for Civil Rights released in final form the Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test. Perhaps the centerpiece of the ongoing Title IX debate is prong one of the three part test - substantial proportionality(NCAA News, 1996). The OCR in its conclusion of the clarification statement feels that they have created a

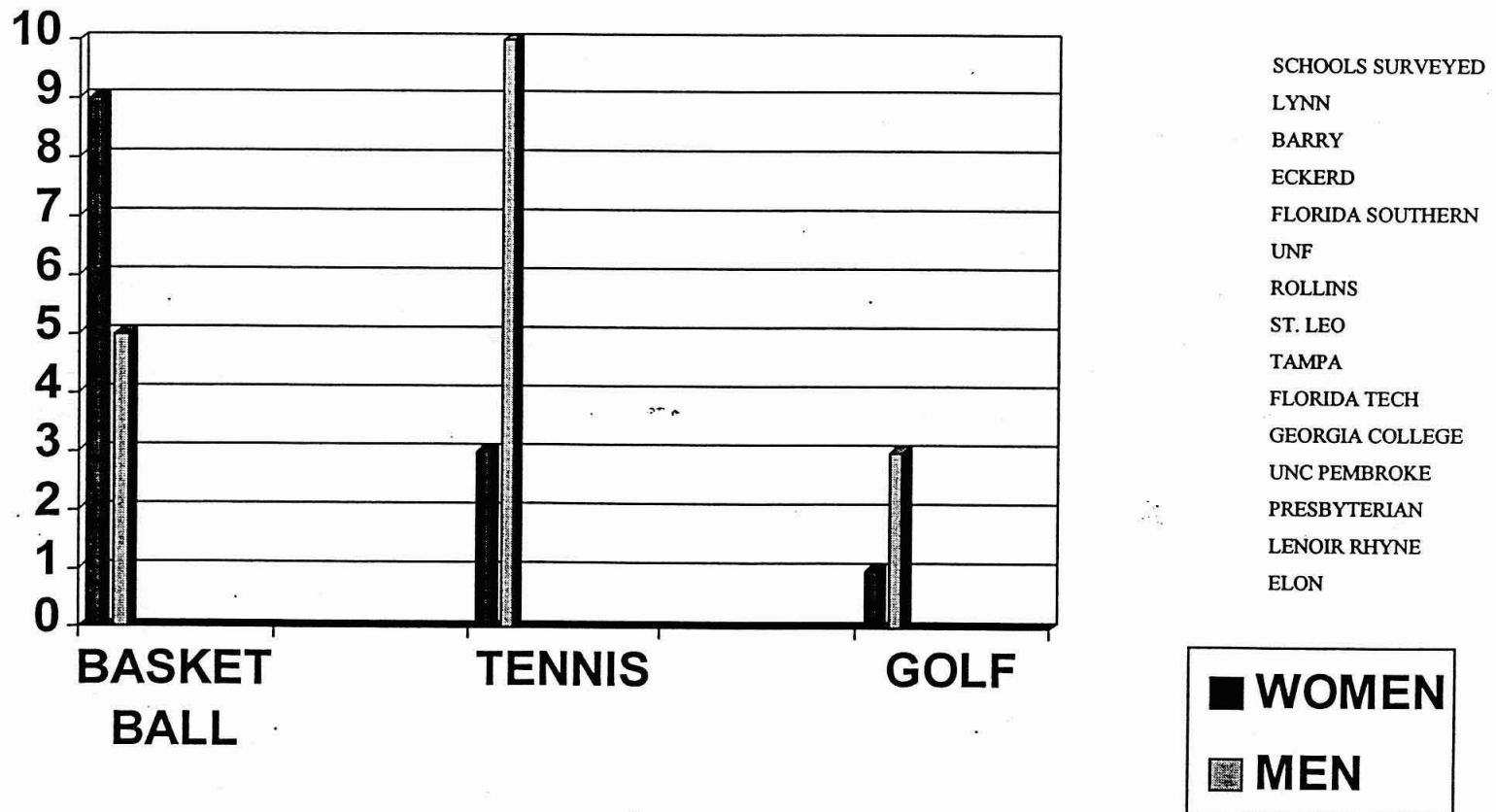
good deal of flexibility which schools can utilize to satisfy
Title IX requirements.

CHAPTER III

Methodology

In order to reach a conclusion regarding the question, "Do women have the same opportunity as men to coach teams of the opposite sex at the NCAA Division II level?", a survey which included Southeastern Division II universities was conducted. Universities from Florida, Georgia, North Carolina, and South Carolina were considered in the survey. Data from both public and private universities was incorporated into the study. Information from these institutions should present findings which show similar program offerings and practices dealing with Title IX. The survey focuses on three sports: Basketball, Tennis, and Golf. The universities surveyed consisted of: Lynn University, Barry University, Eckerd College, Florida Southern College, Florida Tech, University of North Florida, Rollins College, St. Leo College, University of Tampa, Lenoir-Rhyne College, Presbyterian College, Georgia College & State University, University of North Carolina at Pembroke, and Elon College. The following graph will show the relationship of male coaches as compared to female coaches at the NCAA Division II level.

COMPARISON OF MALE TO FEMALE COACHES IN WOMENS SPORTS AT THE DIVISION II LEVEL



Chapter IV

Results

The survey concluded that there are more men coaching teams of the opposite sex than there are women. According to the survey, Basketball was the only sport surveyed to have a majority of female coaches for female teams. In contrast, there are no female coaches coaching teams of the opposite sex from the schools surveyed. The study proves that the research question at the beginning of the study is valid. One reason for the low percentages of female coaches could be the lack of professional sports for women. The trend could be turning now with the addition of professional Basketball and Softball for women. Tennis and Golf are the only sports that have proven they can survive as a professional sport. The other two sports are trying to get started and see how much support they receive from the spectators. We will know in a couple of years whether or not these sports will survive with professional teams. Another reason could be the lack of participation among females in colleges. There are more male participants trying to make the team than there are females. Females tend to major in other areas of study. There are not many female coaches right now so that could persuade many females not to pursue a coaching career.

The survey was conducted over four different states in the Southeast so other areas might have different results. Division II schools from each state needs to be surveyed to get good results from each region of the United States.

Title IX has had a great impact on the ways Universities handle their athletic department. Failure to comply with Title IX will result in possible sanctioning by OCR and/or losing funds from the Federal Government. Athletic departments will continue to deal with Title IX issues. The OCR needs to get the three prong test reliable enough so that there is fairness among all schools and so that schools will understand all three aspects that need to be followed.

A few suggestions that could help with getting more females to coach follow. One suggestion could be to survey schools in what courses are offered towards a coaching degree and the percentage of females in the program. This could help in determining how many females are interested in becoming a coach. Another suggestion could be to conduct a survey to see how many females are interested in coaching that do not participate in sports. A survey could be conducted in the Southeast to begin with to see the results for that region. Another suggestion could be to survey female athletes and see why they do not want to pursue a career in coaching.

This will enable the researcher to see what needs to be done

to get more females into coaching. The researcher then can make a proposal to schools and try to get more females into coaching careers.

Chapter V

Conclusion

Several recommendations for future development merit consideration to continue the line of investigation of this study. Some of the possible suggestions might be to conduct workshops and clinics to help increase the number of women wanting to enter the coaching field. Another possible area might be for women interested in coaching to get practical experience by interning or being a graduate assistant. Other possible areas might be recruiting female coaches, having comparable salaries, use of affirmative action, coaching certification programs, and colleges to implement coaching as a minor (Acosta & Carpenter, 1990; Pastore & Meacci, 1990).

Title IX is beginning to set a standard for schools to follow. One problem is that if a school does not receive federal funding for athletics, they do not have to comply with Title IX. Another problem with Title IX is that the three prong test is too demanding and needs to be toned down so that schools can understand it a little easier.

Research needs to be conducted at Division I and Division III to diversify the schools. The researcher needs to consider schools from other regions also.

Appendix

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